

SUPPORT FOR CHILDREN WHO PRESENT EXTREME BEHAVIOURS

Sacred Heart RC Nursery & Primary School



At Sacred Heart,

we are dedicated to recognising and developing each person's human potential within a happy and safe atmosphere with the Gospel Values at the core of all we do



Be Ready

Be Respectful

Be Safe

This policy is a supplement to the school's Positive Behaviour policy.

SUPPORT FOR CHILDREN WHO PRESENT EXTREME BEHAVIOURS

Pupils who present such extremes of behaviour will have a written Positive Behaviour plan. Such plans will include strategies to prevent and deal with any recurrence of behaviours that could lead to the use of physical interventions.

This plan is written by the class teacher in conjunction with the staff working with the pupil with support from the headteacher and SENDCo. It is very important to share this plan with everyone who has dealings with the pupil.

Staff will keep a record (CPOMS) of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Although challenging behaviour does not necessarily mean a pupil has SEND, an appropriate assessment will be carried out at this stage to determine which provision would be most suitable.

Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.

SEMH support at Sacred Heart

1:1 Play Therapy

Thrive (4 registered Thrive practitioners)

Art Therapy

Lego Therapy

Intergenerational Therapy

1:1 Family Support Worker

SEAL

Mindfulness

Resilience and assertion groups

Stay Safe – Domestic Abuse

Attachment support

Rainbows (training in progress)

External Support

Torbay SEND team

Chestnut

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered. The school will ensure that all sanctions are reasonable in all circumstances, and will consider the pupil's age, SEMH needs and any SEND.

DEVisING A POSITIVE BEHAVIOUR PLAN

The following steps are vital:

1. Observation and Recording - How often does the behaviour present? What are the triggers and in what circumstances? What has been tried in the past?
2. Planning - Structured intervention is planned and a record system set up.
3. Review - Plans to be reviewed on a regular basis, according to the individual pupil's needs. The review should inform any changes or alterations to the plan.

Positive Behaviour plans will give clear guidance on strategies to use for diversion and de-escalation techniques. They will also explain any Physical Intervention Techniques to be used if de-escalation techniques do not diffuse the situation, as a last resort. Good practice will involve the parents in the development of the plan and parents should sign and be given a copy.

A copy of any Positive Behaviour Plan must be kept in the child's classroom and in their file in the school office. A précis version will be kept in the dining hall to support MTAs with lunchtime behaviours. MTAs will receive regular updates and training in dealing with challenging behaviour.

POLICY FOR POSITIVE BEHAVIOUR (OR 'TEAM-TEACH' APPROACH)

The main aim of Positive Behaviour is to establish a school community with means of supporting children whose behaviour may require some form of physical intervention (in conjunction with the school's behaviour policy). However, all non-physical strategies must be used initially to try to de-escalate the situation.

Our Policy on Positive Behaviour complies with the guidance produced by the DfE, The use of reasonable force: Advice for headteachers, staff and governing bodies.

PRINCIPLES BEHIND POSITIVE BEHAVIOUR TECHNIQUES

It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others.

Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions it may be necessary to use Positive Handling Physical Interventions to remove the child to a place of safety in order for the situation to be calmed and resolved. These techniques will be used as a last resort.

RESPONSIBILITIES OF STAFF DEALING WITH PHYSICALLY DISRUPTIVE CHILDREN

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. All physical interventions must be reasonable, appropriate and justified. The adults concerned in the physical act of removing a child to a place of safety also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Staff should avoid being left on their own with pupils. If it is absolutely necessary or appropriate, eg in intimate care sessions, staff are to ensure their colleagues know where they are and why.

THE USE OF REASONABLE FORCE

The guidance produced by the DfE on the use of reasonable force, July 2013, cites the following examples as to when it is acceptable to use reasonable force:

Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

use force as a punishment – it is always unlawful to use force as a punishment.

In these examples use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

POSITIVE BEHAVIOUR PROCEDURES

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary and will take the form of a technique which has been approved for use in such circumstances.

Only staff trained in the Team Teach approach are authorised to use the Team Teach techniques. However, any member of staff will be acting within the law if he/she uses reasonable force in order to prevent injury, damage to property or disorder. In the event of a situation deteriorating to the extent that physical intervention is required the member of staff involved initially should normally seek the assistance of another member of staff. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident. Used correctly, positive handling techniques are designed to protect both pupil and staff member, but staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during a pregnancy.

Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil. Any jewellery or wrist watches likely to scratch or cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, should also be removed, if possible.

RECORDING OF INCIDENTS WHEN PHYSICAL INTERVENTION HAS BEEN USED

After any incident which has necessitated the use of physical intervention techniques, a record must be made as soon as practicable. For this purpose, the staff member involved will need to write a brief account of the incident on CPOMS and in the Physical Intervention Book, which is to be kept in the main office. The details which are recorded should include the events which led up to the incident, the appropriate measures taken prior to the incident and the name of any adult witness or staff member who assisted at the time of the incident. This should be completed before the member of staff leaves school for the day. The incident book must also be completed at this time.

Parents need to be informed if physical interventions have been used. Good practice is to contact the parents/carers by telephone.

Following such an incident all involved must be given the time to have support and talk about the incident, both staff and the pupil/s involved. Giving support to the pupil will be done in relation to their individual need.

MONITORING OF BEHAVIOUR

Pupils displaying high and consistent levels of unacceptable behaviour will be 'on report'. This is a daily log of the child's behaviour. Class teachers and SLT analyse the log on a weekly basis to look for trigger points and patterns.

All incidents are recorded on CPOMS. Each term this is analysed to look for any patterns in behaviour. This information is then used to inform positive handling plans.

TRAINING

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

Most staff members are trained in the approved methods of physical intervention (Team Teach) in line with the school's Physical Restraint and Use of Reasonable Force Procedures.

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

MONITORING AND REVIEW

This policy will be reviewed by the headteacher and SENDCO on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

Policy reviewed: 18.10.2022

The next scheduled review date for this policy is Sept 22.

Signed: Nichola Day [Headteacher]

Signed: Sarah Pascoe [SENDCO]

Signed: Julie Burnard [Chair of Governors]